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AUTHOR	Landry, Leonard P.; And Others
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ABSTRACT

The purpose of this Personalized Activity Kit (PAK) is to describe a leadership style in which leadership is less a matter of who holds what position or role and more a matter of each member performing the function needed by the group at any particular time. This style is called functional leadership. The PAK identifies two key functions essential to any effective group meeting--task and maintenance functions. Task functions include initiating action, informing/illustrating, achieving group progress, and clarifying/summarizing. Maintenance functions include facilitating good climate/relations, building commitment, expressing support/encouragement, checking out feelings, and gatekeeping. Other important techniques for improving the effectiveness of the group are building commitment and creating a climate for group process. The message of this PAK is that commitment can be built and leadership skills can be learned. Appendixes contain activities, worksheets, and facilitator guidelines. (Author/IRT)

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ED141907

A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #1.3 - ESTABLISHING COMMITMENT AND LEADERSHIP

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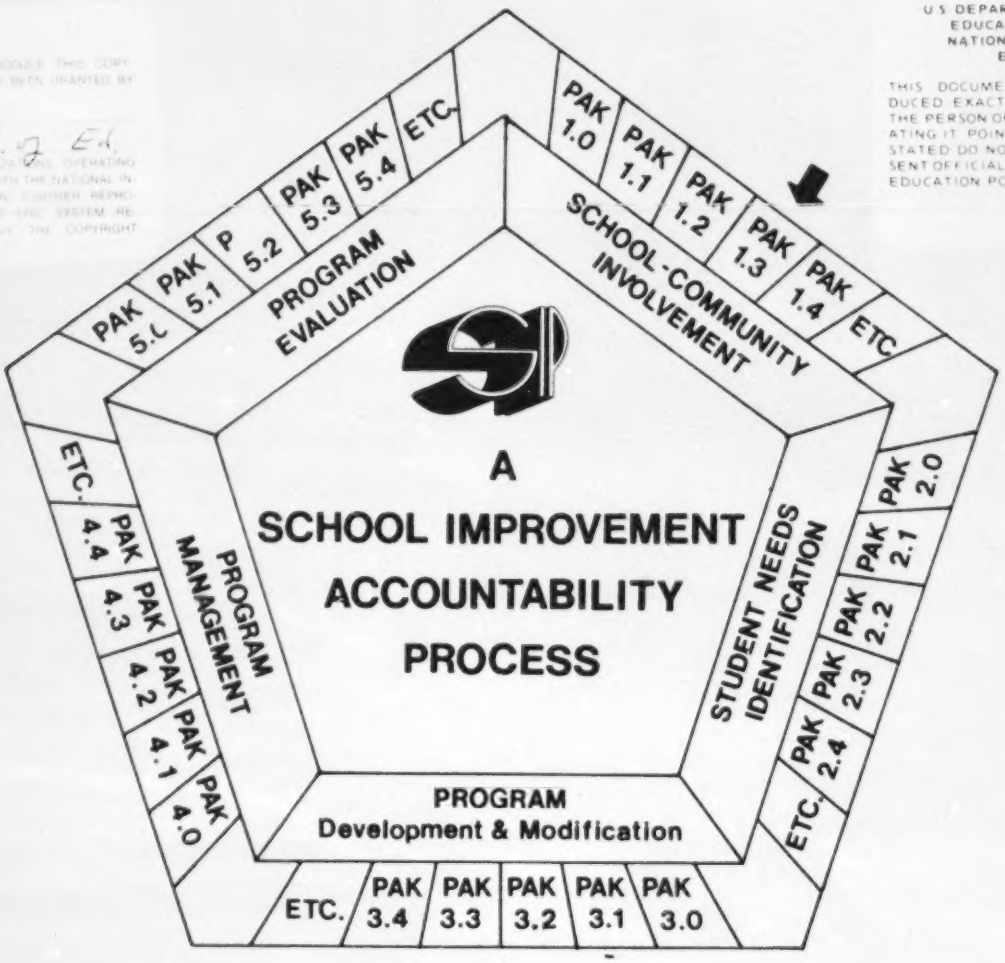

Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #1.3 - ESTABLISHING COMMITMENT AND LEADERSHIP

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Commissioner

Denver, Colorado
July 1975

This PAK was written in 1973 by members of the District Planning and Accountability Services Unit.

Leonard P. Landry, Director

Joan Harrigan
Edwin Hildebrand
Rachel Rasson
Jerry Villars

Jefferson N. Eastmond, Consultant

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- Read content of the PAK.
- Refer to Appendix A, page 2, for additional instructions.
- Do the exercises on worksheets copies from Appendix B. (when included)
- Read the bibliography (when included).

ESTABLISHING COMMITMENT AND LEADERSHIP

Purpose

The purpose of this PAK is to describe a leadership style in which leadership is less a matter of who holds what position or role and more a matter of each member performing the function needed by the group at any particular time. This style is called functional leadership. The PAK identifies two key functions essential to any effective group meeting -- task and maintenance functions. Other important techniques for improving the effectiveness of the group are building commitment and creating a climate for group process. The message of this PAK is that commitment can be built and leadership skills can be learned.

Gaining Commitment for Full Participation

The effectiveness of a group depends in large measure on the quality of participation by the members. Prior planning and constructive support from school administrators are essential. Are the members committed to the purposes of the group? Are they involved enough to accomplish necessary tasks? Do they receive enjoyment or satisfaction from doing so? When these qualities of commitment are observable, the committee is most likely making a major contribution. If not, the group is probably less successful than it could be. Commitment to participation can be developed through proper planning techniques for maintaining free and open discussions.

A good beginning is the attitude of each member and each group represented on the committee. The prevailing attitude should be such that all members of a school-improvement committee -- students, parents, concerned citizens, and school staff -- should "turn on" one another. Too often one group or another will become overbearing and "turn off" the other members of the committee. Too often splits arise between the "educators" and "others," between one generation and another, between the so-called "realists" and the "idealists" and between the "new guard" and the "old guard." In short, one group will assume an attitude of knowing all the answers. Obvious as this difficulty may be, such divisions in a committee do occur. One group accusing the other of being "know-it-alls" will in most cases only aggravate the situation.

There is a better approach to the public which offers more promise. It is essentially a "let's plan together" approach which seeks to enlist public support in the planning and implementing of school programs. This attitude allows for a good working relationship and particularly encourages a real commitment on the part of citizens. Early in our history it was required that annual school meetings be held because of the fundamental belief that the public schools belong to the public. There is a need to return to this basic belief by increasing the involvement of the public in education.

One of the strongest mechanisms for building public commitment and support for the public schools is to involve the public. Too often in the past professional educators have not invited or welcomed public involvement in the school system. Back-to-school nights, parent-teacher conferences, attendance at school functions are good beginnings, but do not go far enough; however, when the public is involved in the planning of a program, they understand it thoroughly and develop a strong emotional link to it. Their attitude is one of "we planned it, and now we can support it." Support is evidence of real commitment. A case in point would be to compare the support or lack of support in school bond elections with the degree of public involvement in and satisfaction with the school system.

Creating a Climate for Group Process

People who participate in groups should be encouraged to give full expression to their thoughts. They should feel that their ideas are desired and worthwhile. Everyone has a driving urge to talk. If a group inhibits this natural flow of language, then constrained participants will not remain within the group for long. All participants should feel secure in the group, believe that they are learning and growing intellectually, and know that they are making an important contribution.

It is important for an individual member of a group to realize how his behavior can affect the functioning of the group. Human experience is full of examples of people who say one thing and then, either knowingly or unknowingly, act another way. Some members who sound the most interested may prove to be the least interested.

When a person's views are at odds with other members of the group, he has essentially four alternative courses of action: (1) convince other members of the group to change their views, making his own position the group position; (2) rethink and reorder his own views to harmonize with the group position; (3) coexist with the group despite the fact that he disagrees with the position of the majority; or, (4) leave the group. Alternative #3 is an unstable course of action because this position can create high levels of frustration and tension for the individual.

From the group's point of view, alternatives #1 and #2 are the most desirable since group loyalty is maintained. While protracted discussion may seem to be a waste of time, when consensus is eventually reached rapid progress is likely to occur in later planning stages.

Leadership Styles

Leadership is a complex topic -- one that has been thought about in a number of different ways. Social scientists have tried to identify traits and personal qualities that are common among leaders. Another approach has been to look at styles of leaders. Authoritarian and permissive leadership are two well-recognized styles. Still other experts recognize that certain styles are more effective in some situations than in others. The functional approach

is not a new approach or even the best leadership style for every situation.

In developing skills of leadership it is important to look at the kinds of settings or situations where those skills will be used. The functional approach to leadership is intended to fit the needs of a democratic group situation, maximize the group's output, and fully utilize each member's talents. Leadership is less a matter of who holds what position or role within the group and more a matter of each member performing the function needed by the group at that moment. The functional approach to leadership encourages members to focus on the group's progress and provides an incentive for each member to become involved in the interaction.

Group function skills are generally considered in two categories, task functions and maintenance functions.

Task functions:	Skills to help a group attain its specified task or goal; includes skills such as summarizing, clarifying and providing information.
Maintenance functions:	Skills to enable group members personal needs and goals to be met; to help them feel satisfied about their participation in the group and their commitment to its purposes.

PRINCIPAL TASK FUNCTIONS

1. Initiating action:	Initiating group discussion. Suggesting alternative courses of action related to the group task.
2. Informing/ illustrating:	Providing pertinent information, figures, and expertise. Providing examples or references for concrete discussion.
3. Achieving group progress:	Bringing discussion back to topic at hand, helping the group to progress in the intended direction.
4. Clarifying/ summarizing:	Restating, consolidating, linking discussion back to real situations. Summing up.

PRINCIPAL MAINTENANCE FUNCTIONS

1.	Facilitating good climate/ relations:	Relieving anxiety, expressing humor.
2.	Building commitment:	Describing benefits resulting from proposed group action, helping members identify common goals.
3.	Expressing support/ encouragement:	Defending minority opinions, helping members feel their comments are valued.
4.	Checking out feelings:	Checking for apparent or real agreement, identifying lack of agreement.
5.	Gatekeeping:	Making it possible for each member to contribute openly and freely.

SUMMARY PAK 1.3

Gaining and maintaining the commitment of group members determines to a great extent the effectiveness of that group. The attitude of school personnel toward public involvement will influence the degree of participation. Community involvement is encouraged by a "help us plan and improve our schools" attitude rather than a reluctant acceptance or "hands off" attitude.

People are more likely to accept a change in their schools when they have personnally participated in the planning. Group members also develop commitment to the plan and will support the plan once it has been developed. When a plan is arrived at by free discussion and consensus is achieved, the likelihood is increased that implementation will follow. The eventual benefits to youth in increased quality education will prove to be the best and most durable reason for community involvement.

Different settings are best served by different leadership approaches. Functional approach to leadership is an effective style that is designed to maximize the output of a democratic task group. This style requires the members to perform the functions that are needed by the group at any moment. Functions can generally be categorized as either task or maintenance functions. Skill in performing these functions can be developed, leading to more effective and constructive group performance.

Answers to PAK 1.3 Exercise 1

1. T - Initiating group discussion
2. T - Providing example
3. M - Expressing support-encouragement
4. M - Expressing support-encouragement
5. M - Checking out feelings
6. T - Achieving group progress
7. T - Achieving group progress
8. T - Providing alternative course of action
9. M - Checking out feelings
10. M-T Expressing support/encouragement; restating-consolidating (summing up)
11. T - Summarizing
12. T - Clarifying

PAK 1.3 Exercise 1

The following exercise consists of a sample discussion that might have taken place with any school improvement process committee meeting. At various points during the discussion different members make comments that represent either task functions or maintenance functions. These points are identified by a blank answer line.

On a separate sheet classify the comments as either task or maintenance. In addition, you might wish to identify the category within which each of these task or maintenance functions might be found, e.g., informing-clarifying, or establishing good climate, gatekeeping, etc.

Answers to the exercise may be found on the Summary page.

Situation: There are eight people present for the meeting. Their two job assignments are: a) to determine leadership for the committee, and b) to determine frequency of meetings.

Frank: *In order to get this committee job done I think it's important for us to elect a permanent chairman as soon as possible.* _____ *(1)*

Harry: *Why do we need a chairman? Can't we just work together as a group?*

Ann: *Perhaps it would be helpful to have chairmen for specific subcommittee tasks.* _____ *(2)*

Louise: *Joe can be our chairman. He did a fantastic job last year heading up the PTO ... remember?* _____ *(3)*

Carl: *No question about that. You did a terrific job, Joe.* _____ *(4)*

(Harry, frowning, abruptly pushes his chair back from the table.)

Betty: *Harry, I sense that you're upset because the group hasn't dealt with your suggestion. Are you?* _____ *(5)*

Harry: *Well, as a matter of fact, I do feel we'd be better off sharing the leadership. Maybe we could work effectively using chairmen on the subcommittees as Ann suggested.*

(Harry pulls his chair closer to the table.)

Mildred: *Say, I'd like to know what nights we're going to be meeting. I need to get a babysitter lined up and that's not easy.*

Carl: *Well, Thursday's out for me. I bowl that night.*

Betty: *I'd rather not meet on Wednesday .. choir practice.*

Ann: *And let's not meet too early. I won't have time to fix dinner.*

Frank: *I'm sure that we have to make some decisions on meeting nights, but I'd like to see the group deal with the first task we were discussing ... the question of leadership.* _____ *(6)*

Harry: *You're right Frank. I hadn't realized 'til you spoke up how we'd gotten off the track. Well, what should we do about electing a chairman?* _____ *(7)*

Betty: *Let's see how many different ways we can think of to solve the problem.*

Louise: *Well, I still think we need one chairman for the committee.*

Harry: *You know, the job does require a lot of time for one person. Perhaps we could rotate the job -- take turns at it.* _____ *(8)*

Frank: *Tom, you haven't had an opportunity to give us your opinion. What do you think should be done?* _____*(9)*

Tom: *Well, we might consider having co-chairmen.*

Harry: *That's a thought, and we might even be able to have co-chairmen and rotate their leadership through the entire committee.*

Carl: *Hey, I like your suggestion, Harry. It's a good way to spread the responsibility around, get the work done, and still be able to identify a leadership role for co-ordinating our efforts.* _____ *(10)*

(Several vocal and visual expressions of agreement come from the group indicating agreement with Harry's comment.)

Frank: *Judging by our expressions of agreement I'd say that the group would like to consider having all members serve as chairman on a rotating basis.* _____*(11)*

Frank: *That's what I understood the group decision to be. Do I hear a motion to that effect?*

* * * * * * * * * * *

SELECTED REFERENCES FOR FURTHER STUDY

Assessment of Commitment

1. Hall, Edward T., The Silent Language. New York: Doubleday, 1959.

2. Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

Increase of Commitment

1. Olsen, Edward G., "The Community School: Pattern for Progress," Vital Speeches of the Day, April 1, 1969, pp. 370-373.

2. The Mott Foundation, "The Role of a Community Council," High Points, May, 1969.

3. Travers, Robert M.W., Essentials of Learning. New York: The MacMillan Company, 1972.

Leadership

1. Miles, M.B., Learning to Work in Groups. New York: Teachers College Press, 1959.

2. Fiedler, F.E., Theory of Leadership Effectiveness. New York: McGraw-Hill, 1967.

3. Watson, G., Social Psychology: Issues and Insights. New York: Lippincott, 1966.

APPENDIX A

FACILITATOR'S GUIDE FOR GROUPS

Each PAK has been organized around a fundamental and widely recognized generalization of how people learn. Learning occurs more efficiently when an overview is presented first. Succeeding learning experiences then take the person deeper into each concept adding more specific details. There may be several levels of exposure until real expertise is developed.

Workshop Specifications

I.	Time Required:	Two hours
II.	Facilities:	One room for each 24 participants. Participants to be seated at tables (maximum of six per table). Rooms should provide adequate accoustics and physical comfort suitable for a workshop session.
III.	Equipment & Material Needs:	One overhead projector and viewing screen per room
		Power extension cord (1 per room)
		Transparency sheets
		Grease pencils
		Butcher paper
		Masking tape
		Chalkboard, chalk, eraser
		Name tags (if necessary)

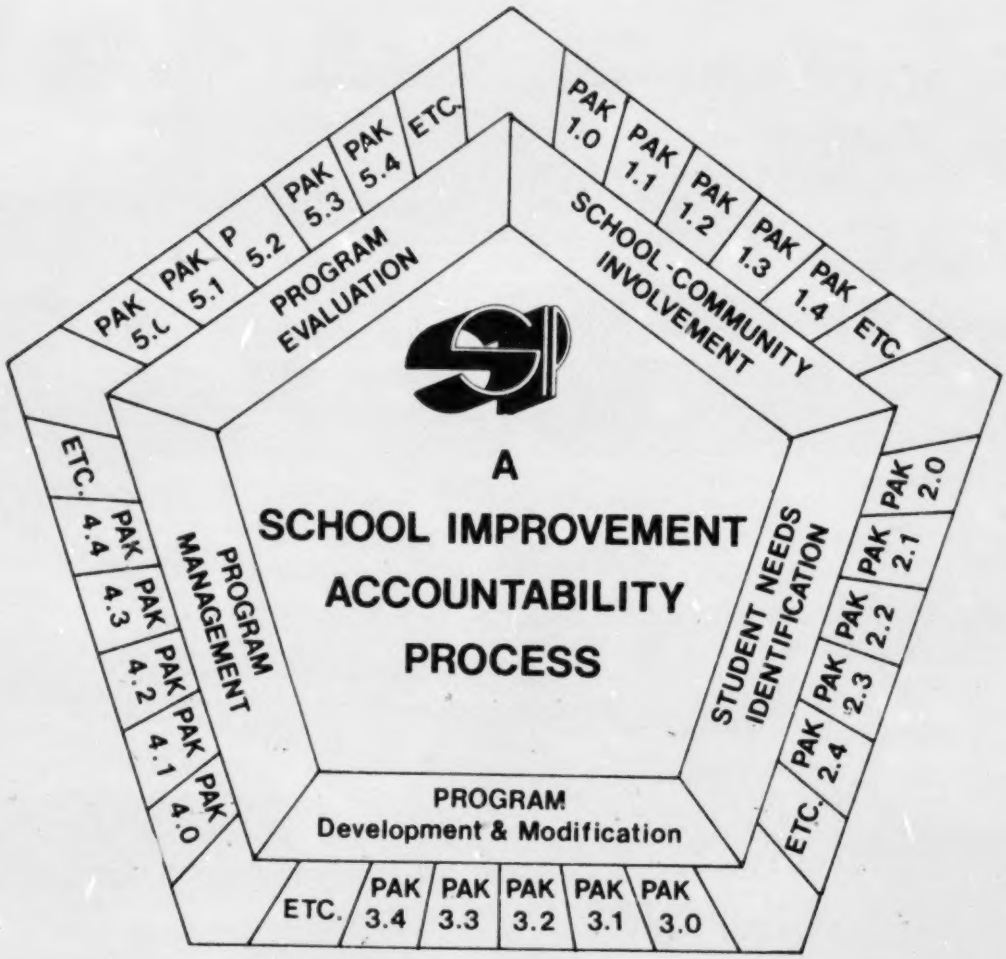
Workshop Activities for PAK 1.3

The following sequence of activities is suggested and may be modified a your discretion.

1.	20 min.	Have the participants read the materials on pages 1 - 4. Share any questions or reactions.
2.	40 min.	Do the exercise following directions on the exercise sheet. Role play the exercise, if possible.
3.	40 min.	Discuss ways that your group might work to improve the practice of task-maintenance functions in your committee meetings.
4.	20 min.	Call attention to the Summary, page 7. Remind the participants to complete the PAK critique form and turn it in to you.

NOTE: As quickly as possible review the critique fo for feedback informati that may be helpful di other workshops.

Total time: Approximately 2 hours.


A
SCHOOL IMPROVEMENT
ACCOUNTABILITY
PROCESS
PROGRAM EVALUATION
SCHOOL-COMMUNITY INVOLVEMENT
STUDENT NEEDS IDENTIFICATION
PROGRAM Development & Modification
PROGRAM MANAGEMENT
PAK 1.0
PAK 1.1
PAK 1.2
PAK 1.3
PAK 1.4
ETC.
PAK 2.0
PAK 2.1
PAK 2.2
PAK 2.3
PAK 2.4
ETC.
PAK 3.0
PAK 3.1
PAK 3.2
PAK 3.3
PAK 3.4
ETC.
PAK 4.0
PAK 4.1
PAK 4.2
PAK 4.3
PAK 4.4
ETC.
PAK 5.0
PAK 5.1
P 5.2
PAK 5.3
PAK 5.4
ETC.

PAK #
(Please fill in number)

PAK CRITIQUE FORM

Please give your assessment and comments on the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials.						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						